THE EDUCATIONAL FORUM INDEX

VOLUME XLVI

Fall 1981—Summer 1982

Published by
Kappa Delta Pi, An Honor Society in Education

The Educational Forum

Summer 1982

Action Research: A Paradigm. Wilma S. Longstreet, 135-58.
Alchemy and Exorcism in American Educational Thought. Edgar B. Gumbert, 181-91.
Andragogy and Survival in Teacher Education. Gordon C. Godbey, 309-13.
Barham, Frank E. and Jones, Roger E. Students' Rights and the Fourth Amendment, 357-67.
Berman, Louise M. Learning the Art of Giving, 115-16.
Bilingualism, Cognitive Growth, and Divergent Thinking Skills. Sandra Fradd, 469-74.
Bower, Stephen E. Disproportionate Impact and Educational Inequality, 443-67.
British Proposal for Improving Literacy, A. Robert E. Shafer, 81-96.
Bronson, David B. Education, Writing, and the Brain, 327-35.
Bullough, Robert V., Jr. Paradox and Professionalism, 203-09.
Burton, Dwight L. Revitalizing Literature Study in the High Schools, 65-70.
Clements, Millard. Performance Based Education: A Social Alchemy, 315-25.
Competency Based Education: Understanding a Political Movement. Dorene D. Ross, 483-90.
Computer Technology and Education. Joy Senter, 55-64.
Contemporary Constraints on Academic Freedom. Gerald M. Reagan, 391-402.
Curriculum Choices: Why Study Macbeth? C.J.B. Macmillan, 369-78.
Decentralization and Community Outlook. Allan C. Ornstein, 45-53.
DeSpain, B.C. A Tribute to George, 17-21.
DiBona, Joseph. The Intellectual Repression of the Cold War, 343-55.
Disproportionate Impact and Educational Inequality. Stephen E. Bower, 443-67.
Duncan, James K. Purposive Action and Curriculum Research, 97-112.
Education and American Values. Ronald Podeschi, 159-66.
Education and the Federal Judiciary. Laurence R. Marcus, 431-41.
Education, Writing, and the Brain. David B. Bronson, 327-35.
Engel, Joanne B. and Seyfarth, Leonard. Teaching Values: Does It Make A Difference?, 475-82.
Fradd, Sandra. Bilingualism, Cognitive Growth, and Divergent Thinking Skills, 469-74.
Frymier, Jack. On the Way to the Forum—Good Schools Project: A Call to Action, 388-90.
Frymier, Jack. On the Way to the Forum—"I Like to Pay Taxes," 260-63.
Frymier, Jack. On the Way to the Forum—Merit Pay-Yes! Vouchers-No!, 4-8.
Frymier, Jack. On the Way to the Forum—The Number Two Problem, 132-34.
Godbey, Gordon C. Andragogy and Survival in Teacher Education, 309-13.
Gumbert, Edgar B. Alchemy and Exorcism in American Educational Thought, 181-91.
Halpern, Robert. Special Education in Rural America, 491-501.
Herring, Mark. Social and Moral Development and Individualized Instruction, 23-30.
Hume, Bonnie. Logic in Children's Literature, 71-79.
Hunkins, Francis P. Splintering the Curriculum, 193-201.
Intellectual Repression of the Cold War, The. Joseph DiBona, 343-55.
Is Plato Only Worth Five Points? Robert H. Williams, 167-79.
Jacob, Saied H. Piaget and Education: Aspects of a Theory, 221-37.
Jacob, Saied H. Piaget and Education: Aspects of a Theory, 265-81.
Jones, Roger E. and Barham, Frank E. Students' Rights and the Fourth Amendment, 357-67.
Learning the Art of Giving. Louise M. Berman, 115-16.

Levine, Daniel U. and Ornstein, Allan C. Sex, Schools, and Socialization, 337-41.
Libertarian Challenge to Public Education, The. John Martin Rich, 421-29.
Life Stages and Organizational Conflict in Higher Education. Gerald G. Watson and Theodore M. Nelson, 413-20.
Logic in Children's Literature. Bonnie Hume, 71-79.
Longstreet, Wilma S. Action Research: A Paradigm, 135-58.
Macmillan, C.J.B. Curriculum Choices: Why Study Macbeth?, 369-78.
Marcus, Laurence R. Education and the Federal Judiciary, 431-41.
McDaniel, Thomas R. Power in the Classroom, 31-44.
McMillan, Richard C. The Ten Commandments and the Curriculum: Some Questions, 239-43.
Nelson, Theodore M. and Watson, Gerald G. Life Stages and Organizational Conflict in Higher Education, 413-20.
On the Way to the Forum—Good Schools Project: A Call to Action. Jack Frymier, 388-90.
On the Way to the Forum—"I Like to Pay Taxes." Jack Frymier, 260-63.
On the Way to the Forum—Merit Pay—Yes! Vouchers—No! Jack Frymier, 4-8.
On the Way to the Forum—The Number Two Problem. Jack Frymier, 132-34.
Ornstein, Allan C. and Levine, Daniel U. Sex, Schools, and Socialization, 337-41.
Ornstein, Allan C. Decentralization and Community Outlook, 45-53.
Palmer, W. Ross. A View from a Sabbatical, 211-19.
Paradox and Professionalism. Robert V. Bullough, Jr., 203-09.
Parker, Larry R. The Ten Commandments and the Curriculum, 113-14.
Performance Based Education: A Social Alchemy. Millard Clements, 315-25.
Piaget and Education: Aspects of a Theory. Saied H. Jacob, 221-37.
Piaget and Education: Aspects of a Theory. Saied H. Jacob, 265-81.
Podeschi, Ronald. Education and American Values, 159-66.
Power in the Classroom. Thomas R. McDaniel, 31-44.
Purposive Action and Curriculum Research. James K. Duncan, 97-112.
Reagan, Gerald M. Contemporary Constraints on Academic Freedom, 391-402.
Revitalizing Literature Study in the High Schools. Dwight L. Burton, 65-70.
Rich, John Martin. The Libertarian Challenge to Public Education, 421-29.
Rickman, Linda Wilkins. The Teacher Tenure Controversy, 9-16.
Ross, Dorene D. Competency Based Education: Understanding a Political Movement, 483-90.
Senter, Joy. Computer Technology and Education, 55-64.
Sex, Schools, and Socialization. Allan C. Ornstein and Daniel U. Levine, 337-41.
Seyfarth, Leonard and Engel, Joanne B. Teaching Values: Does It Make a Difference?, 475-82.
Shafer, Robert E. A British Proposal for Improving Literacy, 81-96.
Social and Moral Development and Individualized Instruction. Mark Herring, 23-30.
Special Education in Rural America. Robert Halpern, 491-501.
Splintering the Curriculum. Francis P. Hunkins, 193-201.
Spodek, Bernard. What Special Educators Need to Know About Regular Classrooms, 295-307.
Students' Rights and the Fourth Amendment. Roger E. Jones and Frank E. Barham, 357-67.
Teacher Tenure Controversy, The. Linda Wilkins Rickman, 9-16.
Teaching Values: Does It Make a Difference? Joanne B. Engel and Leonard Seyfarth, 475-82.
Ten Commandments and the Curriculum: Some Questions, The. Richard C. McMillan, 239-43.
Ten Commandments and the Curricu-

lum, The. Larry R. Parker, 113-14.
Tribute to George, A. B.C. DeSpain, 17-21.
Urban Public School Condition, The. Henry Wilson, Jr., 403-11.
View From a Sabbatical, A. W. Ross Palmer, 211-19.
Watson, Gerald G. and Nelson, Theodore M. Life Stages and Organizational Conflict in Higher Education, 413-20.
What Next for the Student-Athlete? Paul J. Zingg, 283-93.
What Special Educators Need to Know About Regular Classrooms. Bernard Spodek, 295-307.
Williams, Robert H. Is Plato Only Worth Five Points?, 167-79.
Wilson, Henry, Jr., The Urban Public School Condition, 403-11.
Zingg, Paul J. What Next for the Student Athlete?, 283-93.

Book Reviews

Bartlett, Andrea; Denton, Penelope; Walsh, Patrick R.; Hardcastle, Beverly; and Byrnes, Deborah, reviewers. *The Ecology of Human Development—Experiments by Nature and Design* by Urie Bronfenbrenner, 117-23.
Byrnes, Deborah; Bartlett, Andrea; Denton, Penelope; Walsh, Patrick R., and Hardcastle, Beverly, reviewers. *The Ecology of Human Development—Experiments by Nature and Design* by Urie Bronfenbrenner, 117-23.
Communities and Their Schools edited by Don Davies. Reviewed by Ian M. Harris, 380-82.
Cordasco, Francesco, reviewer. *Holistic Literacy in College Teaching* by John E. Roueche with Oscar G. Mink, 379-80.
Corporal Punishment in American Education edited by Irwin A. Hyman and James H. Wise. Reviewed by Robert B. Nordberg, 252-53.
Curriculum Development: Theory into Practice, 2nd ed. by Daniel Tanner and Laurel N. Tanner. Reviewed by James K. Uphoff, 250-51.
Denton, Penelope; Walsh, Patrick R.; Hardcastle, Beverly; Byrnes, Deborah; and Bartlett, Andrea, reviewers. *The Ecology of Human Development—Experiments by Nature and Design* by Urie Bronfenbrenner, 117-23.
Diem, Richard A., reviewer. *Trial and Error: The Detroit School Segregation Case* by Eleanor P. Wolf, 502-03.
Digman, R. Michael and Grasso, John T., reviewers. *Education, Work and Employment—I* by Jacques Hallak and Francoise Caillods et al., 247-48.
Digman, R. Michael and Grasso, John T., reviewers. *Education, Work and Employment—II* by Martin Carnoy, Henry M. Levin, and Kenneth King, 247-48.
Ebling, Benjamin, reviewer. *Learning a Second Language* edited by Frank M. Grittner, 124-26.
Ecology of Human Development—Experiments by Nature and Design, The by Urie Bronfenbrenner. Reviewed by Beverly Hardcastle, Deborah Byrnes, Andrea Bartlett, Penelope Denton, and Patrick R. Walsh, 117-23.
Educational Tort Liability and Malpractice by Eugene T. Conners. Reviewed by James E. Lyons, 503-04.
Education, Work and Employment—I by Jacques Hallak and Francoise Caillods et al. Reviewed by John T. Grasso and R. Michael Digman, 247-48.
Education, Work and Employment—II by Martin Carnoy, Henry M. Levin, and Kenneth King. Reviewed by John T. Grasso and R. Michael Digman, 247-48.
Grasso, John T. and Digman, R. Michael, reviewers. *Education, Work and Employment—I* by Jacques Hallak and Francoise Caillods et al., 247-48.

Grasso, John T. and Digman, R. Michael, reviewers. *Education, Work and Employment—II* by Martin Carnoy, Henry M. Levin, and Kenneth King, 247-48.

Hardcastle, Beverly; Brynes, Deborah; Bartlett, Andrea; Denton, Penelope; and Walsh, Patrick R., reviewers. *The Ecology of Human Development—Experiments by Nature and Design* by Urie Bronfenbrenner, 117-23.

Harris, Ian M., reviewer. *Communities and Their Schools* edited by Don Davies, 380-82.

Holistic Literacy in College Teaching by John E. Roueche with Oscar G. Mink. Reviewed by Francesco Cordasco, 379-80.

Krajewski, Robert, reviewer. *School Renewal Through Staff Development* by Judith Schiffer, 123-24.

Learning a Second Language edited by Frank M. Grittner. Reviewed by Benjamin Ebling, 124-26.

Looking at Schools: Good, Bad, and Indifferent by Edward A. Wynne. Reviewed by Gerald V. Teague, 251-52.

Lyons, James E., reviewer. *Educational Tort Liability and Malpractice* by Eugene T. Conners, 503-04.

Neufeldt, Harvey G., reviewer. *Rural Education in Urbanized Nations: Issues and Innovations* edited by Jonathan P. Sher, 245-46.

Nordberg, Robert B., reviewer. *Corporal Punishment in American Education* edited by Irwin A. Hyman and James H. Wise, 252-53.

Power Over Power by David Nyberg. Reviewed by Wayne J. Urban, 504-05.

Race and Education: The Unending Controversy by Laurence R. Marcus and Benjamin D. Stickney. Reviewed by Carl E. Settles, 505-06.

Rural Education in Urbanized Nations: Issues and Innovations edited by Jonathan P. Sher. Reviewed by Harvey G. Neufeldt, 245-46.

School Renewal Through Staff Development by Judith Schiffer. Reviewed by Robert Krajewski, 123-24.

Screen and Society: The Impact of Television Upon Aspects of Contemporary Civilization edited by Frank J. Coppa. Reviewed by Charles Vlcek, 248-50.

Settles, Carl E., reviewer. *Race and Education: The Unending Controversy* by Laurence R. Marcus and Benjamin D. Stickney, 505-06.

Teague, Gerald V., reviewer. *Looking at Schools: Good, Bad, and Indifferent* by Edward A. Wynne, 251-52.

Trial and Error: The Detroit School Segregation Case by Eleanor P. Wolf. Reviewed by Richard A. Diem, 502-03.

Uphoff, James K., reviewer. *Curriculum Development: Theory into Practice, 2nd ed.* by Daniel Tanner and Laurel N. Tanner, 250-51.

Urban, Wayne J., reviewer. *Power Over Power* by David Nyberg, 504-05.

Vlcek, Charles, reviewer. *Screen and Society: The Impact of Television Upon Aspects of Contemporary Civilization* edited by Frank J. Coppa, 248-50.

Walsh, Patrick R.; Hardcastle, Beverly; Byrnes, Deborah; Bartlett, Andrea; and Denton, Penelope, reviewers. *The Ecology of Human Development—Experiments by Nature and Design* by Urie Bronfenbrenner, 117-23.